

OCTOBER, 1907

The NATIONAL CONGRESS *of* MOTHERS MAGAZINE



"A little child shall lead them"

PUBLISHED MONTHLY EXCEPT JULY AND AUGUST BY

**THE NATIONAL CONGRESS OF MOTHERS
PHILADELPHIA, PA.**

Entered as second-class matter, March 9th, 1907, at the Post Office at Philadelphia, Pa., under the Act of Congress of March 3d, 1879.

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National Congress of Mothers Magazine

Vol. II

OCTOBER, 1907

No. 2

THE MOTHER.

MRS. A. B. CASS.

Mrs. Cass had written these words for the session of Wednesday afternoon at Los Angeles, the subject of which was "The Child's Three Best Allies: Mother, Teacher and Physician." Before the Congress in which she was so much interested had convened she died suddenly. Her paper was read by Mrs. Gibbs and comes to us, too, with the double value that words, beautiful in themselves, have when they are uttered by one who has passed beyond our ken.

Only a mother can realize the difficulty which a mother encounters in trying to present a mother's work to others. Her theories, to be of any use in her work, must be kept in a state of solution, the consistency of which can be easily strengthened, or weakened, or new qualities added quickly to meet the need of each emergency. If allowed to harden into unchangeable crystals, it would be much more easily circulated but would lose all value in the mother's day's work.

Then her point of view is not the best for generalizing. You would not expect the soldier in action to make helpful suggestions, or to plan campaigns in a masterly manner. If requested to do so he would probably only pause to wipe the sweat and powder from his eyes, and point to those sitting on the hill, out of the noise and confusion, whose point of view makes generalizing possible. He has no room in his heart, or hands, or mind, for any thing except the dangers and defense of his own little sphere of action.

The mother's experience has made her the despair of the definite, systematic mind, given to statistics, to whom it would seem a simple thing to decide forever some questions which have hung fire so long. He asks the mother, "Do you believe in corporal punishment?" The mother will say, "Why yes, certainly, that is—I mean no." For her first thought was of Peter who could be made to remember in no other way, then of Paul with whom it never accomplished the right thing at all. Then he says, "Do you believe in the strenuous athletics in the schools?" She replies, "Oh yes—well I don't know." For she thought of hollow-chested, book-loving John changed to a broad-shouldered, red-cheeked, fun-loving fellow, proudly displaying muscle developed in the gym. Then she remembers Ned, whom athletics have so absorbed that there is no room in his mind for studies or work, and to whom no earthly fame or glory equalled that of the professional

base ball pitcher. So the statistician leaves, grieving that the training of youth should be in such incompetent hands.

In our attitude towards athletics mothers are most vague and unsatisfactory. We are torn between our fear of our children getting hurt and our anxiety for them to have all the training of mind and body that athletics give. The mother of the Gracchi didn't enjoy the idea of her boys coming home on their shields, but she knew that it was better for them to be in danger than to be afraid to be in danger. The modern mother who fastens on shin guard, head guard and nose guard, and tells her boy to play his best for the honor of his name and the glory of his school, hoping his attention will not be attracted to the extra padding she has put in some spots, might give pointers to any Roman mother on the list.

So I can give no help to those wanting inexorable rules for training children, to those planning campaigns of legislation, nor to the Gradgrinds with heads for statistics, but can give only something of a mother's view of a child.

For ages the whip of civilization has cowed and trained the animal in humanity, but we mothers can hear it growl in us when we see interference with our young.

For the first years of its life the baby is left to us. It is ours more completely than anything was ever ours before, and our mental attitude is much the same as if we stood at the mouth of a cave and growled warning to all comers, but never too fierce nor dignified to be made a plaything of by the small tumblers in the den. When he reaches the school age, civilization demands the child. We say, "Let me keep him, I want him to be always as sweet and clean as he is now. There is no telling how many evil things he will see and hear. Just leave him with me and I will see that nothing but the purest and best comes near him." Civilization says, "Would you have your boy take his place, a man among men, when his time comes, in the world he was meant to live in, where good and evil are in plain sight and he must make his choice every hour in the day? We train his muscles to work automatically, we train his mind by making him work out his own problems, and we must train his conscience by teaching him the rules, then giving him the problems of right and wrong to work out for himself in our public school playgrounds." Still the animal growls, "I don't want a stranger to judge and punish my child." Civilization replies, "You are making this mistake. The child is not yours, he is mine, and I say, he *must* go to school." The sting of the lash brings the smart to our eyes and a lump in our throats as we loosen the little clinging fingers and slip away that first day at school.

It sometimes happens that in times of the need of great reformations that the man or woman with one idea has played a valuable part in history. But in the day's work in the home there is no essential more valuable than moderation. A mother's attention must be on the alert to watch many things at once, like a cowboy driving his herd. He goes round and round the herd, coaxing, urging, soothing, watching all the dangers he knows so well, principally the one of letting one get the start away from the herd. So we mothers must keep our enthusiasms well watched, for if one starts away from the rest, to demand all of our attention, it may stampede the whole herd.

Three things regarded as essentials by the Mothers' Congress and characteristic of the help it offers to the home are education, nutrition and moderation.

The Mothers' Congress in its working clothes is the Child Study Circle. As such it brings a liberal education along the lines of public school methods; care of children and modern helps in the home which, until now, have not been within easy reach of the mother. In this day of lightning changes, when the morning paper is an appendix to our history, geography, and even spelling, it is possible to fall behind the times much more rapidly than it used to be and things are mercilessly thrown to the scrap heap when they are out of date. So it behooves the mother, if she would do the best work, to educate herself in the conditions which surround her children at the present day and furnish them modern equipment. The steel armor and battleaxe were effective once in battle, but now are effective only as decorations.

With our homes bombarded by sample packages of perfect foods, any one of which is guaranteed by at least a yard of sworn statements from prominent citizens of some other town, it seems superfluous to say any more about nutrition, but we mothers are stubborn and still insist on reserving for ourselves the pleasure of studying and planning and working in order to best nourish the beautiful bodies of the children.

Sometimes we find ourselves haunted by a song, its persistency all out of proportion to its appropriateness or beauty. We may be earnestly singing of some Alsatian home or cottage on the banks of some river in Tennessee which we couldn't possibly locate on the map. The melody or sentiment has touched some responding chord we are scarcely aware of, and we keep humming it long after we are at all conscious of its meaning. One such song humanity has been humming about its work, through the years that have passed, has been the praise of the old-fashioned mother.

REPORT OF THE LOS ANGELES CONFERENCE.**SECTION OF CHILD-SAVING WORK.****JUDGE WILBUR'S
ADDRESS**

Hon. Curtis Wilbur, Judge of the Juvenile Court of Los Angeles, gave the subject of the Juvenile Court long and exhaustive treatment at the first evening's session. He told of the establishment of the Los Angeles Court in 1903 gave a brief account of the application of criminal law to minors and said that prior to the passing of the Juvenile Court law there was practically no difference between cases of juvenile and adult offenders, except as to the evidence required.

"A boy or girl over fourteen, convicted, must be punished by jail, State prison, or even execution, just as an adult." Under fourteen it was necessary to prove the defendant knew the act was wrong. A child of ten years who killed a playmate and hid the body was hung on evidence of these facts. The present Juvenile Court law deals with all children under sixteen, defendants and delinquents.

**NEGLECTED AND
DEPENDENT
CHILDREN**

Judge Wilbur emphasized the importance of court jurisdiction for both classes of children and answered the objection to enforced separation between unworthy parents and their children by declaring that the State has always asserted the right to take the custody of an erring child from the parents and place it with the jailer or warden of a penitentiary or reform school. But there is little difference between the two classes except in point of time. The dependent or neglected child will always become "delinquent," and the delinquent child is either dependent or neglected in nearly every case.

**THE PROBATION
COMMITTEE**

The California law provides for a Probation Committee of seven discreet persons—and this committee in Los Angeles raises the salary of the Probation Officers as well as other moneys needed in the work for the placing of children in private boarding homes, in addition to its work of visiting institutions, receiving children and helping the work of the Probation Officer.

**THE DETENTION
HOME**

The committee likewise has charge of the appointment of the officers in the Detention Home. Through the work of the Detention Home many lines of interest have been joined in one. The Board of Education put a teacher and a school in this "jail." As a

result three ungraded schools have been put into different parts of Los Angeles and all are doing Juvenile Court work.

Several points of excellence were described by Judge Wilbur:

**POINTS OF
EXCELLENCE**

1. The probation plan includes reporting bi-weekly to the Probation Officer, with a special school report. A record of these reports is made on a graphic card and the child can see on this card his record rise or fall as his conduct improves or falls short.

**LENGTH OF
PROBATION**

2. At one time it was the Judge's custom, after a specified time of good behavior, to dismiss the child from probation. But in several cases such discharged boys became defiant and unruly and it is now the plan to keep all children on probation during their minority, gradually decreasing the number of reports and visits or discontinuing them altogether, but never losing jurisdiction.

**VOLUNTARY
PROBATION**

3. Many cases come to the attention of the Probation Officers and of the Court where it seems that the advice and oversight of the officers or the Judge may result in reformation.

In such cases the child often, with the consent of the parents, *volunteers* to report at stated intervals.

While this is outside of the law, it has become an essential part of the work and is particularly valuable in the cases of young girls.

In California parents able to support their children can now be compelled to do so (whenever the child is placed) under penalty of imprisonment.

**WHY CHILDREN
COME INTO
COURT**

How do the children get into court? Let the boys themselves tell. One lad in the reform school says: "A boy does wrong because he has had bad companions—because of a bad home—because he inherits it from parents—because he is compelled by his companions and because he cannot resist temptation." Another 12-year-old says: "A boy does wrong because he does not realize the thing—because some one else leads him—because he does not mean to—because he thinks it fun—just to be smart—to get what he wants—because he thinks he won't get caught."

This seems to sum up the causes pretty fully if we add what the children do not know—the destructive forces of physical defects, poor eyesight, adenoid growths, unsuspected nervous troubles and the disintegrating forces of broken family ties, dissolute parents, missing

fathers or mothers, the ignorance and indifference of those who should train and guard the young lives committed to their care.

"The Juvenile Court presents many problems—legal, social and human problems. But its use and necessity have been so fully demonstrated that we shall never return to our old ways any more than we shall do away with the telegraph, the telephone and the railroad. To study the court is to realize that we are just emerging from a condition of barbarism in our laws relating to delinquent children and just beginning to attack the upas tree of sin by digging up its roots instead of pruning its branches."

EACH WOMAN'S PART

In the discussion that followed Judge Wilbur's paper Mrs. Schoff said, in part: "The women of this country must take the responsibility of the unfortunate and erring children. It is the mothering of these children that is going to keep our prisons from being filled. I cannot let this opportunity pass without appealing to each of you to take your place in helping your probation officers, who cannot do this work unless you are willing to help through forming girls' clubs and boys' clubs and playgrounds wherever they are needed."

WASHINGTON'S JUVENILE COURT

Mrs. Birney spoke of the help President Roosevelt had given the women of Washington in getting the Juvenile Court law for the District of Columbia. A number of ladies from the Mothers' Congress asked him not to sign the bill till it was approved by the Mothers' Congress. He consented to this and consulted with them as to the best men to frame it.

THE COURT'S MOTTO

Mr. Dodge, Probation Officer of Los Angeles, closed the discussion by calling attention to Judge Wilbur's motto for the Juvenile Court: "Gently to hear, kindly to judge." "That," he said, "is the way the work should be carried on, trying to do the best for every case—the best for mind, heart and body. Trying to find the defect which brought the child into court in the first place and then applying the remedy for the ill."

The session of Monday morning, May 13th, was devoted to a conference on child-saving work. The meeting was presided over by Mrs. Frank R. Hill, of Tacoma, president of the Washington Congress of Mothers. Mrs. Hill's paper was a plea for the introduction of love in the training and discipline of the unfortunate children who need saving. She told the stories of several children who were marked

by an evil reputation, who had been under the ban of the community surrounding them, but who, with the love and care of a good foster mother, developed into a noble maturity. In pleading for wayward children she said: "These children have no mothers—almost all of the children who go astray have no mothers. They need just that—the love and protection of a mother. We all know that if our own children were in danger we would do everything to defend and shield them. In just this way we must deal with these other young people. Even to the age of eighteen they are not as responsible as we have made them. They have not had the right experience and the right pleasures. I doubt if there is a single child who, if it were loved and cared for as a child should be, would not develop into trustworthiness and honorable character."

CAUSES OF DELINQUENCY

Mr. Dodge, Probation Officer of Los Angeles, took up the subject of the prevention of crime:

"In the State prison of Illinois the records of 1894 and 1895 show that 60 per cent. of the inmates had neglected children, the result of disorganized homes, one parent or the other being dead, dissolute or deserting.

"The street life of our boys and girls affords temptations almost irresistible to immaturity. Let the women interested in child-saving work see to the results if the penny moving pictures, the cheap theatres and the prize fights are to be allowed. These will show where the prevention of crime may begin."

THE BY-PRODUCTS

Dr. Bartlett considered the neglected and erring children under the figure of a by-product. Since the waste of the commercial world is so carefully turned into use as a by-product why not stem the waste of soul power and use it as a by-product? They have companies organized to raise the sunken logs from rivers—logs which have been at the bottom for years—and now fortunes are made by raising them.

We need to go back of this and save the boy before he has sunk to the bottom, or been thrown on the dung heap, if we would produce a man from that boy.

When Mr. George tells of what the junior republics are doing with our waste materials—these boys who are so far gone—how they are so often successfully handled and made into noble men, the thought rises: "Oh, what a failure our civilization is! If it is possible by any means to take these boys who for years have gone on in evil and make manly men of them, what might not be done for the children of our great city if we only began early enough?"

Save the drunkard, save the man in prison by all means, but oh! begin with the children earlier.

The time is coming when we shall pay large salaries to experts to study the question of the human by-products. We ought to have a superintendent in every city for its social service who will devote his entire time to these questions and call around him the men and women fitted to help him work out the problems.

CHURCH WORK

It has come to the place now where the church must go to work. We must put ourselves by the side of those who are working for the uplift of humanity. No man can rise by himself—no community can rise by having a few prominent men rise. When we rise those about us rise, and the city which is going to be a success is the city which is not content to have any slums, but whose highest thought is to uplift those who are tempted and tried, and so all rise together.

Mrs. James, of Washington, D. C., called attention to the power of pictures over childish minds and spoke at length against the indecent posters sometimes seen, the penny arcades and cheap theatres.

IDLENESS

Mrs. Kennel thought that idleness out of school hours was a snare to many children. Mrs. Lewis replied that the difficulty could not be remedied by any law, but must be left to the individual mother who can best employ and amuse her boys.

CONTROL BY MOTHERS

Mrs. Baruch urged that mothers should "go and look" for themselves. Neglected children are not all in poor homes. No money can take the place of maternal care. So go and look what your city is providing for all children, rich and poor, and when we do away with a thing which has proved a menace we must not forget to put something wholesome and helpful in its place.

Provide proper entertainment for children—as Germany does with its child theatres and its immense playgrounds, for children must be entertained—only go and look to it that the entertainment is clean, moral and pure.

Mrs. Avery added a word urging the supervision of literature and the careful substitution of the better sort when we take away what is bad.

Mrs. Forrest told of a lad who did not care to read, but who was led to do so by the mother's persistence in reading to him till he finally grew to love it.

PLAYGROUNDS

Miss Stoddard opened the discussion on the value of city playgrounds as a means of prevention, in a short paper describing what had been done in Los Angeles.

First, a playground commission was formed at the instance of several women, and then after the ground was secured a superintendent's house was built on it and this official lives there with his family. There is also a building for lectures, rest rooms, reading rooms and clubs, and a district nurse is stationed on the grounds, so that a playground may be a real "preventive center" right in the heart of a city.

Some of the benefits of the playground are:

1. It keeps children out of the streets.
2. It builds them up physically and makes stronger men and women.
3. It teaches them that friendly rivalry and fair play which they must learn if they are to be successful men and women.
4. It is a great pleasure and happiness since children must play.
5. It preserves civic order through the self-government of children happily employed.

In a certain district there is one small playground in the worst slum of Los Angeles. It used to keep three policemen and a mounted officer busy. Last summer was the first vacation after the establishment of the playground, and they needed only one policeman, who does not find much to do.

DAY NURSERIES

Mrs. Jarvis then presented the claims of the Day Nursery as a preventive measure. Half of the women using the Day Nursery of Los Angeles had been deserted by the father of the family, so that the mother was obliged to work, and the children left at home would invariably drift into the streets were not safety and shelter provided by a Day Nursery.

Mrs. Schoff summed up the thoughts of the conference in the closing words:

**INDIVIDUAL
RESPONSIBILITY**

"We are not in the habit of looking to Slavonia for guidance, but let me tell you of a maid I had who came from there. She said that in her country no child ever went to an orphan asylum—the people took such children into their own homes—and this girl—only twenty—supported a child in her country and would continue to do so till the child was sixteen.

"This individual responsibility is what we should feel. Our Homes for the Aged and the Orphans are really our disgrace. We are shifting our responsibilities upon others. If there is a home in this land where there is no child it is no home. I feel that it is our duty to find a home for every child that has none. If women who are rich do not want to take such a child then let them pay for its care in the family of some poorer woman who will be glad to have it.

"Canada has gone ahead of us—it has closed its reform school. They had hard work to find homes for the last half dozen boys, but they did it.

"We must resume our responsibility once more. Sunday-schools were established for the children of mothers who did not know how to teach their children. Now the mothers leave all the teaching to the Sunday-schools. Shall we not take up this responsibility again? Every woman who has listened to this conference should go back home and inspire other women to feel this responsibility. And this is the idea of the Mothers' Congress—we are to see that each child has the home life God intended it to have.

AN APPEAL FROM A TEACHER.

I want to make an appeal to the mothers of this country to be at home when the children come home from school.

I always feel so strongly on this subject, remembering my own childhood and that awful sinking of heart I had when I came home and found no mother waiting for me. I would come in full of school news, and when I did not find her there, it seemed as if I could not be happy. After many years I can describe the sensation only as one of acute pain.

You who are mothers know that the door is hardly closed on the returning children before you hear the call, "Mother, mother, where are you?" Now, of course, the days you are out the call comes, but unanswered, and you can imagine how the child feels then.

I would urge that you make it a matter of conscience, and let nothing short of absolute necessity take you away at that time. Unless you make it a positive rule you will be surprised to notice how often you are away when the children return.

I have one little tot of six in my school who has learned to tell twelve o'clock, watching for home-going time, and that fact made me realize how long the time spent away from her mother must seem to her.—*One who dearly loves children.*

MOTHERS' AND CHILDREN'S BUILDINGS AT THE JAMESTOWN EXPOSITION.

An Account of Her Busy Summer, from Our National Secretary,
Mrs. E. C. Grice.

To the passer-by at Jamestown who carelessly glanced at the two large swinging signs on either building, bearing the inscriptions:

MOTHERS' BUILDING
National Congress of Mothers

CHILDREN'S BUILDING
National Congress of Mothers

no thought whatever of the purpose of the work would come.

Indeed, the buildings were in operation several weeks before their real purpose and intent were discovered. But, when once known, the crowds that flocked to the shelter of the generous porches, and the shade and refreshment of the rest-room, attested many times over the deepest appreciation. It is safe to say that hundreds of times this summer were heard remarks like these: "Well, this is the best place on the grounds," or "There is no exhibit half as interesting as these little people," with a sweeping gesture toward the sand pile, which was always full of merry workers. The sand pile was placed in the square court between the two buildings and bore the euphonious title of the "Court of Happiness," a title which we doubt not many a mother endorsed with a heart-throb of gratitude. Fairer than any in Spain were the castles builded there, and mines were dug leading to wealth greater than that of the Indies!

One never-failing point of interest was the porch directly in front of the Children's Building, overlooking the broad expanse of Hampton Roads. Here the baby jumpers and portable swings furnished by Glascock Bros. were full from morning until night with crowing, dancing, shouting, sometimes sleeping, sometimes crying, but always bewitching, babies. Some of the babies were brought regularly every day, as some of the older children came the season through to the kindergarten. But, generally speaking, each new day greeted a new family. During the months of July and August there were over twelve hundred children taken care of in these buildings. From this it is easy to understand why the workers and caretakers were all so busy and why the presence of a "Hostess"—some member of the Congress who knew the ideals and methods of Congress work—was

almost an imperative necessity. There were splendid opportunities for the "personal touch" with mothers who, knowing nothing of the Congress, came solely for the comfort to be procured for their children. We feel sure that many a mother went away after some such talk with broader ideas of motherhood, a motherhood whose scope was more embracing than just her own circle.

Independent of the daily routine and ministry of comfort during the week, the buildings were opened on Sunday from ten to twelve, and children from "without the gates" as well as those on the grounds were gathered into Sunday-school. Somehow we never met with the children on those Sundays without thinking of Ruth McEnery's "Funny Little School." It was a "funny school," composed of "grown-ups" and babies. During the month of August we numbered over a hundred and in July nearly as many.

Was the effort worth the cost of nerve force expended on those hot, hot days, do you ask?

Stand with me, that first Sunday in September (which was my last Sunday down there), and look into the upturned faces of the children. There on the front row is little "Henry," from Dakota, our four-year-old, whom everybody loves; beside him little "Gretchen," from Texas, whose blue, wide-open eyes hold all the wonder and question of the great new West. Hand in hand Gretchen sits with "Semond," of Syria, whose oriental heritage is mirrored in dreamy orbs. Behind them both is "Mary," who ten years ago was born in the Klondike, and whose varied experiences are a never-failing source of delight. Alaska and Spain are not so far apart in this "little school," for next in order are our two good boys from Seville. Thus we might run over the entire gathering, marking the lines of separation. But when, in unison, voices are lifted in repeating the one and only thing we attempted to learn through the summer—"The Shepherd Psalm"—somehow we realize as never before how closely all are related. "The Lord is my Shepherd!" Aye, yes indeed, these little lambs from so many varied "pastures" of this earth-land are *all His*. We talk of His love and care and our hearts yearn, for well we know that probably never again will we look into these same upturned faces. Suddenly, breaking in upon the teaching, a childish treble demands: "Does He love us when we are *bad*?" and in the effort to answer there comes a sense of peace—a glimpse of the all-pervading, all-embracing love—yes, it was worth while, and we feel sure every member of the Congress would echo "worth while."

STUDY OUTLINE.

SOPHIA LOVEJOY DICKINSON.

THE RECAPITULATION THEORY.

"The unit of society," a child, is not a simple, but a complex thing. He has enfolded within his little organism, not only his personal traits, including his sex, but the characteristics of his family, his tribe, his nation, the whole human race. The summing up of these race tendencies is called "The Recapitulation Theory."

Whether we mothers can accept, and make practical this theory, is a matter for each one to determine for herself; but we should be intelligent on the whole subject of child-study as presented by its leading advocates.

"A simple definition of the theory is this: the child passes through in its growth that which the race has passed through in its development. Kant suggested it; Hegel, Froebel, Spencer and others have advocated it. If the child passes along through those phases of development which characterized the tribes and the nations, and it needs the stimuli which have helped the race, then in our education, we ought to bring in, just as far as possible, those things which helped the race rise out of its savagery. By methodical means we should improve upon what the race blindly stumbled into. The child has certain stages of growth similar to the periods or levels of the race. We should think of the race as coming through different levels: it went from one level to another, and was prone to relax its best effort, and stay too long on the same level. A child passes through some of these stages, but by force of heredity and environment he lands on one of the higher levels, and does not have to suffer the lower levels. There is no unvarying uniformity in this evolution: some individuals and some nations seem to take long strides ahead of the average, in order to accomplish some certain work, or to become models for other groups. Often a nation must be prepared for its work, as you may see in the case of Jesus. The Jewish nation was built up for that very Christ, during thousands of years. They made a spiritual background for just such a character as came. You would not expect it—it would be an unthinkable thing—to have Jesus appear among the Bushmen of Australia. There is absolutely nothing there for such a character to spring from. But when you recall the spiritual training which the fathers and mothers of the New Testament had received, during hundreds of years, you can see how just such men as Christ, and John the Baptist, and St. Paul could come.

"The oldest records of man that have been found were from the bottom of the Mediterranean Sea, and it is known geologically that there was land here and an inland sea beyond it. This is supposed to have been the first home of the human animal, man. Everything indicates a common origin of the race; the differences came largely from climate. In his first home he delayed long enough to develop slowly, and gradually, until he learned to use crude tools, and acquired the simplest method of what we call arts, and sciences. Later he left there, but whether from choice, or because driven by his enemies, the wilder beasts, or from too large a population, or from fear of repeated earthquakes, we know not, and can never positively determine—however free a rein we may give to our imagination. What we do believe is that the race scattered,

and some went into Egypt, where they were surrounded by hot deserts, and beautiful weather, and were supplied with everything that man needs to keep him alive, and enable him to grow, and especially to develop his religious nature. Here he developed some of the most remarkable traits, and produced objects at which the world still marvels. That whole period, both before the scattering of the tribes and just after, is so long compared with the time since, that the early ages have left many marks upon him; he is still influenced by what happened in that early day dawn of the race."

"Each has his own tree of ancestors, but at the top sits, 'probably, Arboreal.' In all our veins there runs some minims of his old wild tree-top blood; our civilized nerves still tingle with his rude terrors and pleasure, and to that which has moved our common ancestors all must obediently thrill. Not only do our character and talents lie on the anvil, and receive their temper during generations, but the very plot of our life's story unfolds itself on a scale of centuries, and the biography of the man is only an episode in the epic of the family. Our conscious years are but a moment in the history of the elements that build us. What is mine then, and what is thine? Not a gesture I can frame, not a look from my eyes but has belonged to others. Others, ages dead and gone, have wooed with my eyes; other men have pleaded with my voice. The hands of the dead are in my bosom, they move me, they pluck me; I am a puppet at their command. Is it I whom you love, friends, or is it the race that made me? The race is old, it is ever young, it carries its eternal destiny in its bosom; upon it, like waves on the sea, individual succeeds individual, mocked with a semblance of self-control, but each is really as nothing. We speak of the soul, but the soul is in the race."

"There is a tremendous sweep in that period; it goes back, back, into the past so far that we become dizzy as we try to think how far it goes. While the race was still in one tribe, before there was the Negro, or the Chinese, before the sun had tanned him or the fogs had faded him out; even then he had a long ancestry behind him. He may now be an American, a European, or a Hindu, but he was always, at each step, a summing up of that which had gone before. All that was common to man before his separation into tribes is common to man to-day, and is found more or less developed in all savages. We see differences, caused by climate, food and occupation; but through it all there is something of racial inheritance, common to all men."

The experiences of the race, previous to the separation into tribes, are common to every child to-day. If this be true, we can try to imagine what happened to a child of that early time, without the use of fire, much less fire-arms. He must have seen strange and awful conflicts when the adults of his time met in hand-to-hand conflicts; these conflicts must have been awful; animal passion, without human control. It was no unusual thing for children to be torn to pieces by wild beasts, and for the survivors to see parents subjected to similar kinds of death. From this unconscious race experience we find some of the peculiarities of child life; its dreads, its fears, its imagination, its timidity at anything new or strange; fondness for stroking soft material, like fur, velvet, or the lobe of a mother's ear; his fondness for climbing, running off on exploring expeditions; his fear of the dark, of wild animals and other unusual objects; his love of quarreling, teasing, and even fighting. Most important of all is his desire to get hold of things and ex-

periences that will stimulate growth and help him on to a higher level, with a broader view and a richer experience. That he is following ancestral instinct, instead of conscious reason, makes it none the less true and none the less valuable.

The mental life has come largely from the necessity for self-defence; if you would have a child develop naturally, leave him as much as possible to his own resources. The child lives largely on what he sees, feels and hears; on sense impressions, not on deductions from these impressions. He has no conscious past experience which he can revive through memory. He needs frequent change and new objects to help him, because he lives in the sense world, and should live there till the adolescent period.

Child-study has done this. It has discovered that the child is not a little adult. We have too frequently regarded a child as a little man; this is not true; in his emotional nature, in his physical organism and in his sense condition he is as different as is possible for an embryonic creature to be. He bears to his mature existence a relation similar to that which the blade of wheat or grain of corn bears to the ripened fruit. The early years of childhood are full of conditions that do not belong to adult life; if he does not outgrow these conditions, Nature's plan for him has not been carried out. To expect a child to think and act like an adult is about as reasonable as to ask the tadpole to come out on the land and hop like a frog. The child is successively brute, anthropoid, savage, and then a civilized creature. He must follow this order of development. If, when Nature intends him to be an animal, you try to make a gentleman, saint or scholar of him, you are acting about as wisely as when you try to hasten the development of the tadpole into a frog by cutting off his tail. You will spoil the child, and you get anything but a sage or a saint.

It would seem to be a fair deduction, from these facts, that in training a child we can only furnish natural conditions, and trust to Nature to do her part. We can furnish stimuli, but the stimuli suited to the age and condition of the child. You ask how an ignorant mother can know these things? It is her business to study and learn them. This is her problem, which Nature and her child will help her to solve.

The mother may well ask herself, "What is Nature trying to do for my child, and how can I help her?" Here are some facts for such a mother: A child of seven weighs about six times as much as at birth; he has attained one-half the stature, one-third to one-fourth the body weight, and nine-tenths of the brain weight of the adult. The amount of the various tissues of the body has increased enormously. But he has not nearly one-fourth of the strength of the adult. The tissues are flabby and undeveloped, almost embryonic. They are not ready for efficient use or service. The early years are for increase in size and bulk, but not for development. We should give him plenty of fresh air, wholesome food, then let him largely alone. We must promote growth by healthy surroundings, fresh air in school-room, bedroom, nursery, also much exercise of his own choosing. He should be encouraged to play, to use the great trunk muscles of shoulder and thigh, because these are ready for use. Let him tumble, and scuffle, and wrestle all he will. Do not keep him at one task too long, nor make him use the fine muscle necessary for writing and other hand work; these and their corresponding brain centres are not yet developed. Now is the time to lay the foundation

for a strong body and steady nerves that can bear the strain and stress of mature life. Remember, do not interfere with Nature; the mother hen does not show her wisdom by cracking the shell, and yet the chick attends to his advent when the time comes.

It is a mysterious thing for the human being to develop from early life into the full stature of the mature man: the physical, emotional, mental and, I believe, his divine nature, all combined into one harmonious working whole. Nothing makes me realize the power of God as does an atom which contains forces that will develop into a being having a mental, moral and a spiritual nature. The power that conceived and created that atom, with its possibilities, is the power that I call God and which I worship. We must constantly remember that the child has the divine power, as well as the human tendencies.

In conclusion, the recapitulation theory is the foundation theory of all child-study work; it is the first to be grasped and the last to be set aside. As you get the thought in its fullness, you will have more comprehension, sympathy and respect for a little child and his point of view. When he is wayward, letting off steam, or showing his ancient heredity, be patient, remembering if he pulls everything to pieces to-day, later he will construct. Help him; don't whip him; you can no more whip immaturity out of a child than stripes out of a zebra.

Someone defines child-study as the "work of helping souls to be born according to the laws of self-activity, individual development and self-government, until they have reached a high degree of physical, mental and spiritual attainment."

"No strong character can be developed unless the emphasis be laid upon personal responsibility."

BOOKS TO READ.

From "The Ascent of Man," by Drummond, chapters on "The Evolution of Mothers" and "The Evolution of Fathers."

"The Pedagogical Seminary."

"Psychology," James.

CIRCULAR OF THE INTERNATIONAL MEETING.

The National Congress of Mothers earnestly invites you to participate in the First International Congress to be held in Washington, D. C., March 10-17, 1908. Subject of consideration, "The Welfare of the Child."

The National Congress of Mothers of the United States has been studying the needs of childhood for the past ten years, and through its local circles and annual conferences has endeavored to unify the best thought of the nation on the wisest measures to be adopted to secure the highest physical, mental and moral development of the coming race.

With the purpose of stimulating world-wide interest in these subjects, this International Congress has been called to meet in Washington, D. C., on March 10, 1908.

THE HOME

The National Congress of Mothers recognizes that the home is the greatest factor in the development of the child. Therefore parents must be awakened to a new sense of responsibility toward their offspring. They must have better

knowledge of the relations between physical, mental and moral growth and must be informed of the methods and influences which will bring out the highest qualities of body, mind and spirit.

EDUCATION

The school is the second potent influence in the formation of the character and ideals of childhood, and should be the close ally of the home in that "Education for Life" which is the birthright of every citizen of a civilized country.

THE STATE

The correctional or penal system of a nation should have for its object the prevention, not the punishment, of crime. Legislation for the protection of the home and childhood often becomes necessary, and includes the proper care of delinquent, defective and helpless ones who, if neglected, will grow up to be a menace to the community.

THE SCIENCE OF CHILD CARE

carried out by the Home, School and State will outweigh in value every other science known to mankind, and every nation building for a strong future must give these matters serious consideration.

SUGGESTED TOPICS.

HELPS TO PARENTS	Child Study: Physical, Mental, Spiritual.
MORAL TRAINING	In the Home; the Sunday-school; the Day School.
EDUCATION	Compulsory Education. Parents' Associations. Stimulation of Parental Responsibility. The School Curriculum; Physical Exercises. Manual Training; Household Economies. Industrial Schools. Coeducation.
PROVISION FOR THE HELPLESS AND DEFECTIVE	The Deaf; the Blind. The Epileptic and Insane. The Mentally Deficient and Dependent.
PREVENTIVE AND PROTECTIVE AGENCIES	Playgrounds; Public Baths. Day Nurseries. Libraries; Boys' and Girls' Clubs.
TREATMENT OF ERRING CHILDREN	Causes of Delinquency, Truancy, Vagrancy, Theft, Im- morality. Placing out in Homes. Juvenile Courts; Probation. Reformatories.
LEGISLATION	Special Schools; Regulation of Child Labor. Protection of the Home and the Child. Marriage and Divorce. Tenement Laws. Pure Food Laws. Juvenile Courts. Establishing Parks and Playgrounds.

The National Congress of Mothers Magazine

PUBLISHED MONTHLY EXCEPT JULY AND AUGUST BY THE
NATIONAL CONGRESS OF MOTHERS

4016 CHESTNUT STREET, PHILADELPHIA, PA.

Subscription price, fifty cents a year.

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THE PRESIDENT'S MESSAGE.

INTERNATIONAL CONGRESS ON THE WELFARE OF THE CHILD

The National Congress of Mothers has said to the nations of the earth: "Come, let us counsel together about the children—let us consider together what they need to develop their highest possibilities. Let us see whether we are doing all that we should for them. Let us learn from each other, and stimulate each other to higher, more intelligent service in their behalf."

Would that it were possible for everyone to come within the influence of an assembly meeting with the sole purpose of learning more of that greatest of all sciences, the bringing to perfection of the little child.

The first International Congress in America to consider the welfare of the child will be held in Washington, March 10th to 17th, 1908.

President Roosevelt says: "I take the heartiest interest in your First International Congress to deal with the welfare of the children. I am delighted that you have planned to bring the representatives of the nations together to confer upon such a subject. What I can personally do to help you will, of course, be done. I shall hope to welcome your delegates at the White House, and there to greet them, and to express to them my deep realization of the importance of their work and my profound sympathy with it."

Many foreign countries have promised to send representatives to participate in the conference, and to give an outline of childhood's opportunities in other lands.

This is all encouraging, because the influences and environment of children outside the home circle are largely made by the government, whether it be local or national. The children are citizens of the world, and no parents, however wise or careful they may be, can overcome untoward community conditions.

When society appreciates that crowded slums breed crime as well as disease, cities and States will find means to prevent thousands of people from living where there should be hundreds.

A playground reduces arrests more than half in a congested district. Is there not room for thought as to whether the conditions under which many are compelled to live are not responsible for physical and moral disease which affects the whole social structure?

Little children are even now, in our own country, serving terms in jails and prisons for trifling causes. To condemn them to small-pox hospitals would be less cruel, for that would not warp the moral fibre which makes the life of the man.

The children of happier fortune suffer as years bring to them the task of supporting the pauper and the criminal that in infancy had God-given germs of good.

In man's absorption in business and politics he has not yet grasped the relation of the child to the life of the world. He has not yet understood that above and beyond all other interests is the preservation and elevation of the race.

The nation loses more than can be estimated when it offers its children as a sacrifice to the demands for cheap labor. The pecuniary gain can never compensate for a generation of physical weaklings. It is robbing life of its childhood, which nothing can ever give again. It is depriving unborn children of a healthy parentage.

The welfare of the child is of universal interest. The Congress does not wish to have a week of speeches, which sound well but give little. It desires this International Congress to bring out the weak places in child care, to exploit the good and helpful things that have proved valuable, to have this coming together of many who are working for children mark a new era in world progress.

The various sections of the program will be in charge of specialists on their particular phase of child-life, and an entire session will be given to a subject.

The mother meeting the many problems in her home, and whose time is absorbed in the rearing of her family, will find much to stimulate and help her to wiser motherhood.

The mother whose children are grown, and who has graduated

into that unselfish motherhood which takes in every child who needs help, will surely learn of many places where her work is needed.

The teacher, the social worker, the men and women interested in education and preventive measures, will all have a place. Education and nurture of childhood is a far broader subject than has been realized.

The science of the child when it comes to its own will reveal wonders greater even than electricity or wireless telegraphy.

To promote the development of this science, to let its influence permeate every home by means of Parents' Associations in all schools, is the great purpose of the Congress of Mothers.

To give one child its highest opportunities no child can be neglected or ignored.

THE MAGAZINE "The National Congress of Mothers Magazine" completes its first year with this issue. Its service in unifying the mother-work throughout the country has been valuable. It is a necessity as a means of communication among the members of the Congress.

The work which has gone into its publication has been given by members of the Congress. The articles have been generously contributed by those who believe that the Congress of Mothers is one of the greatest educational movements of the day.

The magazine by no means comes up to the ideals of its editors, but the fact that it has been established, that it has been entered as second-class matter in the Post Office, that it has already a fair subscription list and has commanded the support of those who are leaders in child-study is cause for real encouragement.

If every member of the Congress should subscribe and get one other subscription it would do much to make it possible to improve and enlarge the magazine.

When your Circle has an interesting paper which would help other mothers, will you not send it to the editor? There are many members of the Congress who could write for the magazine. The editor can give no news of your club or your work if you do not send it to her. What you are doing may be an inspiration to others. Each member of the Congress family should feel a personal responsibility to do something to aid in increasing the subscription list or in helping the editors in some way. It is *your* magazine. Have it in your thoughts and help to build up its circulation and its educational standing. Send in suggestions or encouragement or criticism; but remember, the space is limited and frequently it is necessary to compress the news into the space which can be spared.

STATE NEWS.

NEW YORK

The advance sheets of the program for the New York State Assembly of Mothers at its eleventh annual meeting in Oneida, October 22d to 25th, promise a fine meeting.

The features of the work which suggest special interest are the Round Table Conferences on such subjects as Art, Music and Literature in the Home, A Trinity in Education, Home, School and State.

One of the addresses, that of Dr. Calthrop, of Syracuse, has for its title "The Father in the Home," the subject suggested by President Roosevelt as an important one for discussion.

The New York organization is to devote its energies this year to the work of a Field Secretary. Mrs. E. C. Metcalf is the General Chairman, and the State has been divided into six districts, with headquarters at Albany, Utica, Syracuse, Ogdensburg, New York City and Buffalo, and a chairman for each district. The work of the secretary will, of course, be the organization of new Mothers' Circles and the encouragement and assistance of work already started.

CONNECTICUT

Connecticut reports a step forward in legislation, in which the Mothers' Clubs as well as all the other women's clubs of the States were influential.

This is the appointment of a woman deputy factory inspector to look after the interests of the women and children in the industrial establishments of the State.

A peculiar feature of the law is that this inspector can be selected only by a committee of three women appointed by the Governor of the State. The Chief Factory Inspector has the power of dismissal, but, if dismissed, her place can be filled only by this committee of women.

PENNSYLVANIA

The program of the Pennsylvania Congress which meets in Harrisburg November 7th, 8th and 9th, has as its principal attraction Prof. Sherman Davis, whose stimulating personality and suggestive thought will be so well remembered at one of our National Congress meetings.

CALIFORNIA.

SUGGESTIONS FOR "ROUND TABLE" AND "PROGRESSIVE CONVERSATION HOUR." TOPICS FOR DISCUSSION AT THE REGULAR AND SPECIAL MEETINGS OF THE CHILD-STUDY CIRCLES IN THE PUBLIC SCHOOLS OF CALIFORNIA.

BOOKS.—Do you help your children select the books they bring from the public library? Public libraries are sometimes a great blessing, sometimes a great curse. Is this the fault of the home or of the school? Many of the brightest men have had but few books, and those for older people. What hint does this give? Have you considered the advisability of training children to read more on history and travel, instead of so much fiction? Should we give the Classics to the children at an early age? What do you think of the picture stories often published in the daily papers? Do they ever suggest poor English, vulgarity or disobedience to parents? And do they make wrong-doing appear smart and courageous? Talk with the children about the things they read.

SELF-GOVERNMENT.—In the home and in the school, self-respect, physical, mental and moral. Fair play between parents and children. "He that rules his own spirit is greater than he who taketh a city, though great he may be."

SOCIAL LIFE OF CHILDREN.—Keep in touch with your children's friends. Bring children into frank, wholesome companionship in the home circle. The intimate relationship between parents and their children in their teens is very necessary to the best interests of home life. How can the most healthy condition be secured in settling the boy and girl question?

Discuss possibilities of a Child-Study Circle in your school. In what way can it be made most helpful during the year 1907? From the teacher's point of view, from a parent's point of view and from a child's point of view. What would be the value of co-operation in any line of work for children? It is not possible to do everything at once. Would it be wise to make a choice of things most needed by the school?

Occasionally invite other Circles to join with you, thus gaining inspiration that comes from concerted work. A reciprocity meeting is suggested.

The "Mothers' Congress Magazine" should be kept on file and will be a source of inspiration in preparing programs for the regular and special meetings in the Child-Study Circles.

Articles on Child-Training should have a place in the Circle's scrap book.

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